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AN ANALYSIS OF SELF-REGULATED LEARNING AMONG HIGH SCHOOL STUDENTS

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Abstrak
Penelitian ini bertujuan menganalisis tingkat dan karakteristik self-regulated learning (SRL) pada siswa sekolah menengah atas (SMA) serta perbedaannya berdasarkan gender. SRL dipahami sebagai kemampuan siswa untuk merencanakan, memantau, dan mengevaluasi proses belajar secara mandiri dengan melibatkan aspek kognitif, metakognitif, motivasional, dan perilaku. Penelitian menggunakan pendekatan kuantitatif deskriptif dengan sampel 640 siswa SMA (312 laki-laki, 328 perempuan) yang dipilih melalui teknik proportionate stratified random sampling. Data dikumpulkan menggunakan angket SRL yang diadaptasi dari Zimmerman dan Pintrich, terdiri atas empat dimensi utama: penetapan tujuan dan perencanaan, pemantauan diri, kontrol motivasi dan strategi belajar, serta refleksi dan evaluasi diri. Instrumen diukur dengan skala Likert empat poin dan memiliki reliabilitas Cronbach's Alpha sebesar 0,87. Analisis data dilakukan secara deskriptif dan melalui uji Independent Samples t-test menggunakan JASP. Hasil menunjukkan bahwa 82% siswa berada pada kategori SRL sedang, 15,3% pada kategori rendah, dan hanya 1,8% pada kategori tinggi, dengan nilai rata-rata SRL sebesar 77,19 (SD = 6,22). Tidak ditemukan siswa pada kategori sangat tinggi maupun sangat rendah. Uji t menunjukkan perbedaan signifikan antara siswa laki-laki dan perempuan (t = -2,292; p = 0,022), di mana siswa perempuan memiliki tingkat SRL yang lebih tinggi. Temuan ini menegaskan perlunya strategi pedagogis dan layanan bimbingan yang secara eksplisit mengembangkan SRL melalui model pembelajaran yang berorientasi pada otonomi, refleksi diri, dan tanggung jawab belajar.
Kata Kunci: *self-regulated learning*, siswa SMA, regulasi diri, gender, pembelajaran mandiri

Abstract
This study aims to analyze the level and characteristics of self-regulated learning (SRL) in senior high school students and its differences based on gender. SRL is understood as students' ability to plan, monitor, and evaluate the learning process independently by involving cognitive, metacognitive, motivational, and behavioral aspects. The study used a descriptive quantitative approach with a sample of 640 senior high school students (312 males, 328 females) selected through a proportionate stratified random sampling technique. Data were

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collected using an SRL questionnaire adapted from Zimmerman and Pintrich, consisting of four main dimensions: goal setting and planning, self-monitoring, motivational control and learning strategies, and reflection and self-evaluation. The instrument was measured using a four-point Likert scale and had a Cronbach's Alpha reliability of 0.87. Data analysis was conducted descriptively and through an Independent Samples t-test using JASP. The results showed that 82% of students were in the moderate SRL category, 15.3% in the low category, and only 1.8% in the high category, with an average SRL score of 77.19 (SD = 6.22). No students were found in the very high or very low categories. The t-test showed a significant difference between male and female students (t = -2.292; p = 0.022), where female students had a higher level of SRL. These findings emphasize the need for pedagogical strategies and guidance services that explicitly develop SRL through learning models oriented towards autonomy, self-reflection, and responsibility for learning.

Keywords: self-regulated learning, high school students, self-regulation, gender, independent learning.

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INTRODUCTION

The paradigm shift in education in the 21st century requires students to be independent, reflective, and adaptive learners to change. In this context, the concept of *self-regulated learning* (SRL) is one of the key competencies that determine academic success and students' readiness to face future challenges (Dinata et al., 2016; Zubaidah, 2020). *Self-regulated learning* not only includes the ability to manage learning time, but also involves motivational, metacognitive, and behavioral dimensions that interact with each other to direct students to achieve their learning goals (Elza, 2025). Students with high self-regulation skills tend to have more effective learning strategies, stronger perseverance, and more mature self-reflection skills than students who are academically passive (Firmansyah et al., 2025; Pratama, 2024).

Although the urgency of SRL has been widely discussed in the global literature, its implementation in the context of Indonesian education still faces various obstacles. The learning system in high school (SMA) tends to be oriented towards exam results and grade achievement, rather than on a reflective and autonomous learning process (Oematan & Natonis, 2025). Teachers still play a dominant role as the main source of information, while students' opportunities to manage their learning experiences independently are still limited (Tambunan, Wulandari & Junior, 2024). This condition often causes *learned helplessness* and low students' ability to self-evaluate their learning process (Wati & Nurhasannah, 2024). As a result, many students fail to develop personal responsibility for their academic success.

In addition, the transition from junior high school to high school also brings significant psychological challenges (Siswanto, 2024; Andrianie et al., 2017). At this stage, students are faced with increased academic load, more complex social demands, and the process of finding their identity (Addzaky, 2024). In such a situation, the ability to self-regulate is an important foundation for students' academic and emotional adaptation (Helda, et al., 2023). Research shows that high

school students who are able to manage their motivation and learning strategies have lower levels of academic stress and more stable academic performance (Syahara, et al., 2025). However, many students still struggle to manage their focus on studying, overcome assignment delays, and balance academic demands with personal life (Maharani et al., 2024).

The development of educational technology is also a factor that affects the dynamics of *self-regulated learning*. Broad access to digital learning resources does provide opportunities for students to learn flexibly, but it also causes distractions and decreases self-discipline (Al-Saysar, Radian, 2024). Excessive student involvement in social media, online games, and other internet activities can erode motivation to learn from within. This happens because the intensity of the use of technology reduces the quality of direct interaction, disrupts healthy learning routines, and makes it more difficult for students to maintain concentration. In the framework of self-regulated learning, internal motivation plays a central role, so that when this motivation weakens due to various digital distractions, students' ability to manage their learning process also decreases. In addition, emphasized that self-regulation skills are also influenced by self-awareness and students' ability to manage emotions during the learning process. A study by Broadbent and Poon (2015) confirms that online learning is only effective when students have strong self-regulation skills, such as setting goals, monitoring progress, and evaluating learning outcomes (Ningsih & Anggraini, 2025). In the context of high school students in Indonesia, increased digital literacy is not always accompanied by adequate metacognitive skills, resulting in a gap between the potential of technology and the effectiveness of independent learning (Tamonob & Natonis, 2025). In addition to the technological aspect, the physical condition of the learning room also determines the extent to which students are able to manage themselves while learning. Supriatna et al. (2025) found that uncomfortable environments such as classroom noise, overcrowded spaces, and various sources of distraction can reduce motivation as well as hinder students' ability to maintain attention and concentration. The unsupportive learning situation also increases the likelihood of off-task behavior, so that students' self-regulation strategies become less effective. This condition can be seen from the limited ability of students to plan, monitor, and evaluate their learning process, even though these three aspects are an important part of self-regulated learning (Gumilang, 2022).

From a motivational perspective, differences in socioeconomic backgrounds and environmental support also affect the development of students' SRL. Students from families with strong academic support generally have higher achievement motivation and are able to manage their learning better (Firdaus Umar et al., 2023). Conversely, students who experience academic pressure, lack emotional support, or lack a positive learning role model, tend to develop reactive and unsustainable learning strategies (Aysah et al., 2025). In the long term, this can have an impact on low *academic resilience* and an increased risk of academic procrastination (Shinta et al., 2022). Procrastination in students is often triggered by an irrational belief that procrastinating is not a problem, accompanied by a lack of time management, anxiety about failure, lack of interest in subjects, and physical conditions that are considered unsupportive, so this behavior can further weaken the ability to self-regulate in learning (Wicaksana et al., 2023).

Furthermore, the learning culture in schools also plays an important role. In many high schools, learning still focuses on adherence to teacher instruction and the achievement of grades, not on the formation of learning autonomy. When students are not trained to plan, monitor, and evaluate their own learning process, they miss out on the opportunity to internalize essential self-regulation strategies (Ahmad, 2023). This is in line with the findings of Ahmad's (2023) research which shows that students need explicit pedagogical interventions to develop metacognitive

awareness and self-regulation systematically in the learning process. The increasing complexity of the world of education today, especially with the demands of *21st century skills* such as *critical thinking*, *collaboration*, and *lifelong learning*, places SRL as a competency that cannot be ignored (Arsanti et al., 2021; Husamah & In'am, 2024). Students who have strong self-regulation tend to be better prepared to deal with uncertainty, able to adapt to different learning styles, and have reflective capacities that support continuous learning (Angelica & Fitriani, 2025; Tabelak et al., 2024). Therefore, an analysis of the level and characteristics of *self-regulated learning* among high school students is a crucial first step in designing a learning strategy that is more participatory and adaptive to the needs of the younger generation.

Based on this description, this study seeks to comprehensively analyze *self-regulated learning* among high school students with a quantitative approach. This analysis not only focuses on measuring SRL levels, but also tries to understand its variations based on relevant demographic and contextual factors, such as gender, major, and learning motivation. The results of the study are expected to provide an empirical picture of the actual conditions of self-regulation of high school students in Indonesia and become the basis for the development of pedagogical interventions that encourage student independence, reflection, and learning responsibility.

METHODS

This study uses a descriptive quantitative approach to provide an empirical picture of the level and characteristics of *self-regulated learning* (SRL) among high school students. This approach was chosen because the study focused on mapping the factual conditions of students' SRL without examining the causal relationships between variables. The analysis was carried out by considering demographic factors such as gender, which is believed to affect differences in strategies, motivation, and self-regulation skills in the learning process.

The study population included all high school students in the study area. Samples were taken using proportionate stratified random sampling techniques to ensure representation from various grade levels (X, XI, and XII) and majors (Science, Social Studies, and Language). A total of 640 students participated as respondents, consisting of 312 male students and 328 female students with an age range of 15–18 years. Inclusion criteria are set for active students who have participated in regular learning activities for at least one semester and are willing to participate voluntarily.

The research instrument used was a Self-Regulated Learning (SRL) questionnaire adapted from Zimmerman (2002) and Pintrich (2000). This instrument includes four main dimensions, namely: (1) *goal setting and planning*, (2) *self-monitoring*, (3) *motivation and learning strategies control*, and (4) *self-reflection*). Each statement item was measured using a four-point Likert scale, ranging from 1 (strongly disagree) to 4 (strongly agree), with no neutral option for respondents to provide a clearer attitude tendency. The validity test of the content was carried out through *expert judgment* by three expert lecturers in the field of Guidance and Counseling, while the reliability was calculated using Cronbach's Alpha coefficient, with a value of $\alpha = 0.87$ which indicates high internal consistency.

The data collection process is carried out in a mixed manner (offline and online). The researcher distributed questionnaires in the form of *Google Forms* and printed sheets in schools where the research was located. Before filling in, respondents were given an explanation of the purpose of the research, data confidentiality, and the right not to continue participation at any time without consequences. The collected data is then encoded and analyzed using JASP software. This research was carried out by paying attention to the ethical principles of educational research,

including informed *consent*, anonymity guarantees, and voluntary participation. The results of the study are expected to make an empirical contribution to understanding the actual conditions of *self-regulated learning* of high school students in Indonesia, as well as the basis for the development of learning strategies that encourage student autonomy, reflection, and learning responsibility

RESULTS AND DISCUSSION

Results

Respondent distribution data based on *the Self Regulated Learning instrument* to provide an overview based on the questionnaire that has been filled out and processed as follows,

Table 1. Self *Regulated Learning Level*

Category	Interval	Frequency	Percentage (%)
Very High	111 – 130	0	0
Tall	91 – 110	12	1,8
Keep	71 – 90	530	82
Low	51 – 70	98	15,3
Very Low	31 - 50	0	0

Based on the results of a descriptive analysis of *self-regulated learning* (SRL) scores obtained from 640 respondents, a general picture was obtained that most students were in the medium category. The table shows that as many as 530 students (82%) had a moderate SRL level with a score range between 71–90. This shows that the majority of students have good self-regulation skills, but have not reached the optimal level in terms of planning, monitoring, and reflection on their learning process.

Furthermore, there were 98 students (15.3%) who were included in the low category with scores between 51–70. These findings indicate that there are still groups of students who have difficulty in managing motivation, focus, and independent learning strategies. Meanwhile, 12 students (1.8%) were in the high category with a score range of 91–110, indicating that only a small percentage of students already have strong and consistent self-regulation skills. None of the respondents were in the very high (111–130) or very low (31–50) categories, meaning that no extremities were found in the distribution of SRL levels.

Overall, this distribution pattern suggests that the level of self-regulated learning of high school students tends to be at a moderate level. Thus, pedagogical interventions are still needed to improve self-regulation skills, especially in the aspects of time management, motivation control, and self-reflection so that students can transition from the medium category to the high category. Meanwhile, the distribution description using JASP is as follows :

Descriptive Statistics			
		Column 1	
Valid		640	
Missing		0	
Mean		77.19	
Hours of deviation		6.220	
Minimum		58.00	
Maximum		93.00	

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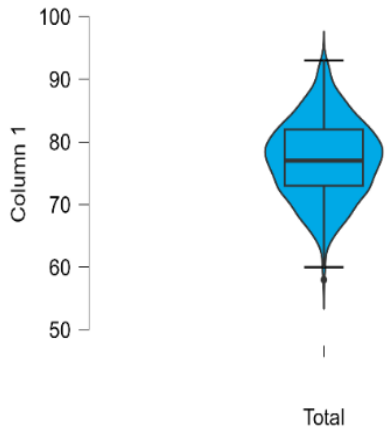

Figure 1. Distribution of *Self Regulated Learning Levels*

Based on the results of the descriptive analysis, the data obtained from 640 respondents showed that all data were valid without any *missing value*. The mean *score of* students was 77.19 with a standard deviation of 6.22. This shows that in general the students' SRL levels are in the medium category, with relatively homogeneous variation in scores between individuals.

The minimum score obtained is 58, while the maximum score reaches 93. This score range shows that none of the respondents are in the extreme category (very low or very high), but most students show quite good but not optimal self-regulation skills. In general, these results reinforce previous findings that the majority of high school students are at an intermediate level in setting goals, strategies, and self-reflection during the learning process (Zidni, et al., 2025). In addition, the researcher also explored how students' *self-regulated learning* abilities based on gender. Statistically, the data is distributed in the following table.

Tabel 2. Independent Sample T-Test

Independent Samples T-Test			
	t	df	p
Self Regulated Learning	-2.292	638	.022
Note. Student's t-test.			

The analysis *of the Independent Samples t-test* was carried out to find out whether there was a difference in the level of *self-regulated learning* (SRL) between male and female students. The test results showed a value of t = -2.292 with a degree of freedom (df) = 638 and a significance value of p = 0.022 (p < 0.05). These findings show that there is a statistically significant difference between the SRL levels of male and female students. With a *negative value t*, it can be interpreted that the average SRL of female students is higher than that of male students. This means that female students tend to have better self-regulation skills in learning, especially in terms of planning, monitoring, and reflection on the learning process.

These results are in line with various previous studies by Rizanty et al., (2025) which stated that women tend to show higher levels of metacognitive awareness and intrinsic motivation than men. Psychologically, this can be attributed to the tendency of female students to be more thorough, organized, and more reflective of their academic achievements (Anwar, Salsabila, et al., 2019). Thus, the results of this t-test reinforce the descriptive finding that although most students are in the medium category, there are significant gender differences that can be the basis for developing learning strategies that are more sensitive to differences in learning characteristics

between male and female students. The following is presented as an analysis of the differences in *self-regulated learning* of high school students between boys and girls

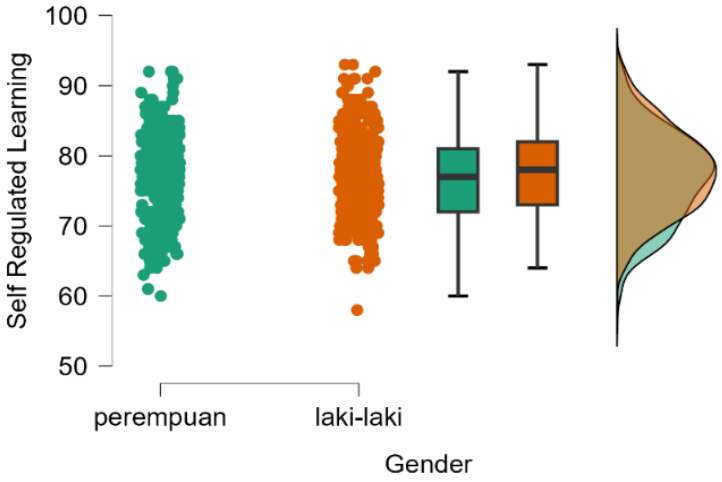

Figure 2. Data Distribution of Differences *in Self Regulated Learning* by Gender

This visualization confirms the results of previous statistical tests that there are significant gender differences in self-regulation ability. Female students tend to be more able to manage their learning process, both in terms of planning, monitoring, and self-reflection, compared to male students. However, the overlapping distribution suggests that these differences are relative, not absolute, so contextual factors such as learning styles, environmental support, and the role of teachers continue to have a major influence on the development of SRL in both groups.

Discussions

The findings of this study show that *self-regulated learning* (SRL) among high school students is still at a moderate level. This condition reflects that students already have basic awareness to manage their learning process, but are not yet fully able to integrate metacognitive, motivational, and behavioral skills consistently (Nasrah, 2025; Zamzami & Zamzami, 2025). In the context of modern learning, self-regulation skills are not just the technical ability to manage time or tasks, but reflective skills to recognize one's own thought processes, direct motivation, and assess the effectiveness of the strategies used. Thus, the current SRL level shows that learning practices in schools still tend to rely on external control rather than internal student independence.

From the perspective of educational psychology, this phenomenon can be explained through social-cognitive theories that emphasize the interaction between personal, behavioral, and environmental factors of learning . Students who learn in a system that places teachers as the center of control tend to develop self-regulation that is reactive, not proactive (Lesilolo, 2019; Tadayon Nabavi & Bijandi, 2012). That is, their self-regulation appears in response to external demands, not as a conscious initiative to achieve academic goals (Dzakiah & Widyasari, 2021). This explains why most students are in the moderate category they have understood the importance of regulating learning, but have not yet placed self-control at the heart of the learning process.

Interestingly, the significant differences between male and female students indicate the existence of socio-psychological factors that affect the way individuals manage learning (Anwar, Inas, et al., 2019). The results *of the t-test* showed that female students had higher levels of SRL than men. This difference can be attributed to the role of gender in the formation of learning habits and emotional control (Hidayah et al., 2020). Studies have shown that women tend to have stronger

reflective tendencies, are more meticulous in planning, and are more disciplined towards academic goals. Meanwhile, male students often show more situational self-regulation and depend on external contexts such as competition or performance pressure (Ruminta et al., 2018).

In the affective realm, this difference can also be attributed to the concept *of achievement goal orientation* where female students are more oriented towards *mastery goals* (mastery goals) that emphasize self-understanding and improvement, while male students tend to performance *goals* (performative goals) that emphasize proving their abilities in front of others (Amalina & Septiana, 2021). This different orientation has direct implications for the use of learning strategies, students with *mastery goals* more often use metacognitive strategies such as planning, monitoring, and self-reflection which are the core of SRL (Riska et al., 2024).

In addition to internal factors, the Indonesian educational context also plays a big role in shaping the dynamics of SRL. Learning structures that are still oriented towards exam results and adherence to teacher instructions often limit students' opportunities to make independent learning decisions. Self-regulation skills can only be developed through sustainable reflective practices, for example by providing space for students to set personal goals, choose learning strategies, and conduct self-evaluation (Asri, 2016). If schools continue to place students as passive recipients of knowledge, then the potential for SRL development will remain at the intermediate level. Therefore, the results of this study underscore the importance of pedagogical reorientation towards a learning model that emphasizes *student agency* and learning autonomy.

From the perspective of adolescent development, high school age is an important phase for the formation of academic identity and self-regulation (Suryana et al., 2022). Students at this age are in the transition stage to independence, but still need external support in the form of guidance, feedback, and an effective learning model (Pramana, 2024). Current levels of SRL indicate that most students have not achieved a balance between intrinsic motivation and directed cognitive strategies (Broadbent et al., 2022). Thus, the role of teachers is no longer just as a material presenter, but as *a learning coach* who helps students recognize their thought processes, manage academic emotions, and set realistic learning goals.

These findings also have practical implications in the context *of counseling and educational guidance*. Guidance and Counseling Teachers (BK) can play an active role in facilitating competency development in students (Syahril et al., 2025). Improving SRL in students can be done through training in independent learning strategies, metacognition-based academic counseling, and strengthening self-efficacy. This kind of intervention not only helps students improve achievement, but also strengthens the lifelong *learning aspect*, which is the ability to continue learning independently throughout life. In addition, learning programs that integrate self-reflection and *self-assessment* can be an effective means of encouraging students to internalize responsibility for their own learning process. Through ideal guidance and counseling programs, students are helped to optimize their potential while helping the process of self-adjustment in dynamic and fluctuating conditions (Surur et al., 2021).

Conceptually, this study confirms that *self-regulated learning* is not just a cognitive indicator, but a multidimensional construct that combines self-awareness, discipline, and academic responsibility. The current level of SRL must be seen not as a weakness, but as a starting point towards more mature learning independence. Schools can use these findings as a basis for developing learning policies that are oriented towards student autonomy, for example through *project-based learning*, *flipped classroom*, or *reflective journaling* that provides space for students to play the role of managers of their own learning process. The better the ability of the counselor

to make students comfortable in their learning process, the better the student's skills in capturing the information provided (Andrianie, 2022).

SUMMARY

Conclusion

This study shows that the level of *self-regulated learning* (SRL) of high school students is in the medium category. This condition indicates that students have the awareness to manage their learning process, but are not fully able to apply metacognitive, motivational, and reflective strategies optimally. The significant differences between male and female students also indicate that gender factors affect the variation in ability to manage learning. These findings show that SRL capacity building is not only related to individual aspects, but also to the social, emotional, and learning environment dynamics that shape students' academic habits.

Thus, efforts to improve SRL need to be directed at learning that is oriented towards autonomy and self-reflection, not solely on achieving academic scores. Teachers and counselors need to collaborate to create a learning climate that allows students to set goals, monitor progress, and evaluate learning outcomes independently. SRL development should be positioned as an integral part of academic character education so that students are able to become lifelong learners who are adaptive, reflective, and responsible for their own learning process.

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